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THE CEA CRITIC

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National Meeting, Washington, D. C., Dec. 28

FAREWELL AND HAIL

I began my term of office with a metaphor, which I later discovered to be singularly inappropriate, and now wish to correct.

A year ago I said I conceived the duties of the president to be roughly analogous to those of the skipper, snug in his berth while competent officers con the ship and enter in the log, "Steaming as before." Now, looking back on the experience, I can see that two dimensions of maneuvering are too few, and the power of turbines too puny, to describe the dynamic of our organization. I feel more like an earnest but inept Phaeton at the reins of the chariot of the sun, careening about the sky on one wheel, alternately scorching the earth and frosting the antipodes.

It has been exciting and rewarding, and I am proud of the CEA for its accomplishments in the past year. Nevertheless, it is with pleasure and relief that I turn over the gavel, and the reins, to that steadier Apollo, Harry Warfel.—**Bruce Dearing**

I am deeply grateful for the opportunity to serve as an agent in the work of CEA.

In keeping with the literary tradition established by our distinguished past president, I have a metaphor too. In this city of monuments and monumental buildings it is appropriate that the figure of speech derive from our environment.

CEA is not a public monument but an instrument. It is not a completed record, great as ours is, that makes us vital to our time and worthy of being remembered, but it is our ongoing accomplishment. I invite you all to share in our enterprise and to continue the invaluable help and co-operation you have given so faithfully.

—**Harry R. Warfel**

World peace depends upon language. This conviction was expressed by speakers before the annual meeting of the College English Association at the Mayflower Hotel in Washington on Dec. 28, 1956.

Oliver J. Caldwell, Assistant Commissioner for International Education of the U. S. Office of Education, asserted that cooperation among nations can be enforced by military power or by diplomacy based on power. But better than these methods is cooperation based on cultural understanding, and real understanding arises only between people who comprehend each other's tongues.

The United States has vigorously pushed English abroad and people all over the world are eager to learn it. Less successfully met has been the equally urgent requirement that more Americans must learn foreign languages to bring about real cultural exchange.

Improved Instruction

Leo L. Rockwell, Director of the Division of Arts and Letters, Colgate University, described the technical developments that have made accelerated language learning possible. Phenomenal results can be achieved in only eight to ten weeks of concentrated study if use is made of scientific linguistics, sentence pattern studies, intonation training, and laboratory exercises.

Language institutes such as those at the American University in Washington and at the University of Michigan have given cultural and linguistic training to many foreigners.

Travelers, Not Tourists

More significant cultural interchange must take place in the future between American travelers (not tourists) who go abroad to learn about foreign ways, not merely to relax and sight-see. International good will is based on significant interchange between **individuals** who come to know and respect each other: and for this a knowledge of foreign languages is basic.

American teachers are recovering from the notion they had a few years ago that foreign languages are not necessary. Actually, a person who does not know a foreign language, does not really know his own.

If we are to teach others English and win world understanding for our point of view, we must learn their languages and comprehend their points of view. Genuine exchange and partnership require something from both sides.

Robert D. Kennedy, Chief of the English

(*Please turn to page 2*)

ON FRESHMAN READINGS

The complex of predilections, motives, and needs that determine the English teacher's use of readings in the freshman program is so intricate that few of us dare to dwell on the matter. It is better to rush into the classroom and teach. But I shall try to isolate some of the strands in the hope that the ground upon which we predicate our many purposes and functions may be cleared.

The Source of Trouble

Under predilections, or personal commitments developed outside the classroom, I would draw your attention to two: the first, our love of literature and our basic conviction that literature has a value quite apart from any other human endeavor, and yet bears a subtle and indirect relation to other endeavors; the second, our way of looking at contemporary civilization (and the students who are such striking representatives of it). a special habit of evaluation which grows naturally out of our addiction to literature, particularly the literature of the past.

Place our practical functions as teachers against these predilections, and the complications begin. We want to do the kind of job that seems presently to be required, and even to employ new tools and readings if necessary, and yet we do not want to surrender what we consider to be the essential use of literature, even of literature that moves like an alien in our times. We do not want to ignore the existence of many new problems in American education, and yet we cannot fail to recognize that the values we have learned to cherish through our addiction to literature form the basis of our deep disapproval of the tendencies in our society that have created those very problems.

Faith and Regret

In one mood, of faith, we are willing to be the practical rhetoricians of our time, bending every effort to isolate and teach the purely practical aspect of language as a tool in the service of other disciplines that currently enjoy greater favor than ours. We then speak of exposition and communication.

In another mood, of regret, we feel almost with Longinus that "from the surpassing genius of the ancients, as from

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ANNUAL MEETING, Continued From Page 1.

Teaching Branch, Information Center Service, U. S. Information Agency, described the work being done overseas to meet the great demand for English instruction. This work is becoming an important part of our cultural relations with other nations.

Panel Discussion

Taking part in a panel discussion after the formal speeches were J. Manuel Espinosa, Chief of the Professional Divisions of the International Educational Exchange Service; Alva L. Davis, Director of the American Language Center of the American University of Washington; and James P. McCormick of Wayne State University.

The demand for trained teachers of English as a second language far exceeds the supply, Mr. Espinosa stated, and the Department of State is co-operating with many educational organizations to introduce programs to meet this demand. There must be a broader cultural preparation and more emphasis on an American studies background.

James P. McCormick, who has spent two periods in the Far East teaching English, gave his impressions of the importance of this kind of work for improved international understanding. He emphasized that foreign students are as anxious for literary discussion as for language training and it must be as much a part of our cultural mission to supply one as the other.

The session was attended by over a hundred CEA members. Chairman of the meeting was Donald J. Lloyd of Wayne State University. National CEA President, G. Bruce Dearing, Swarthmore chaired the annual CEA meeting. Incoming President Harry R. Warfel, University of Florida, was program chairman. Maxwell H. Goldberg, Executive Director of the CEA, presented his annual report. Co-ordinator of arrangements was Albert P. Madeira of the University of Massachusetts.

The local committe, chaired by Charles M. Clark of the American University, was made up of Henry H. Adams, U. S. Naval Academy; Frank L. Christ, Lloyola; Evelyn Wenner, Western Maryland; Paul R. Sullivan, Georgtown; Charlotte Watkins, Howard University; Iva Jones, Morgan State College; Nancy Patterson, George Washington University; Richard N. Foley, Catholic University; Leonard Lutwack, University of Maryland; and Richard Waidelich, Goucher College.

TEACHING STUDENTS

I note with some surprise, and not a little concern, the comment by Francis Hayes, Nov. **CEA Critic** p. 3, about Allen Blow Cook's brief article in the Oct. issue. The usage to which Professor Hayes objects (not the idea it represents) is not new, nor is it incorrect. For centuries, distinguished men-of-letters have been using it and still do.

It is specifically sanctioned by **Webster's Twentieth Century Dictionary of the English Language,** Unabridged, 1951: "Teach, v. t..... (2) ..... to instruct, train, or give skill in the use, management, or handling of.....It is often followed by two objectives, the one of the person, the other of the thing: as, to teach a person grammar." There is no mention of the dative.

The American College Distionary goes even further, and gives as its illustrative example: "He teaches a large class."

In the very issue of **The CEA Critic** in which Professor Hayes' article appears, on page 5, first column near the bottom, there is the phrase ".....teach three sections of freshmen." I cannot agree that "the dragon is riding St. George."

Royal S. Pease
Annapolis

The mass media awards of the Thomas Alva Edison Foundation for 1956, for which CEA members were invited to submit nominations (September **Critic**), went to **Moby Dick** for being "The Film Best Serving the National Interest" in 1956; to Wide Wide World as "The TV Program Best Portraying America"; to Disneyland as "The Best Children's TV Program"; to **The Great Locomotive Chase** as "The Best Children's Film"; and to CBS Radio Workshop as "The Radio Program Best Portraying America."

"No School Today" won the award as "The Best Children's Radio Program," and Adventures in Science as "The Best Science Radio Program for Youth." Station KRON-TV in San Francisco was named "The Television Station that Best Served Youth." Station WOWO in Ft. Wayne was named "The Radio Station that Best Served Youth." A special citation went to WNYC, New York, for its Annual Science Seminar.

Forty-one national organizations voted by written ballot to make the final choice of winners. In all, sixty-two organizations are co-operating with the Edison Foundation to improve the quality of the mass media offerings, particularly as they affect juvenile audiences and interest boys and girls in science.

Jibberings Of An Old Ghost

Someone has just sent me a high school textbook about "Vocabulary Building" and I have at least read its list of chapter headings. The truth is I have never enjoyed reading other people's textbooks, any more than I expect anyone to enjoy reading one of mine. That is probably because I do not enjoy textbooks period.

But how do you make a youngster increase his vocabulary? Or, more important still, how do you persuade him to use effectively the vocabulary he has got? And I don't mean gotten, I mean GOT. I know of one sure way, and I do not find any reference to it in this textbook. Get him interested, if you can, in trying to write poetry,—or verse, or rhymes, even if they are not more than limericks which are metrically and rhythmically correct.

This was not originally my idea; I got it from the manager of the advertising department in one of New York City's largest stores. A recent young woman graduate had found employment there, and he had called me on the long distance telephone to say that if we had another young woman like that one he wanted her; but, he added, "be sure she can write verse."

He seemed to place so much importance on that specification that he aroused my curiosity, and I dropped in to see him when next I visited the big city. I found him a most interesting person, with a lively mind and positive ideas. "No," he said, "we don't encourage the writing of advertising copy in rhyme. It's only because this happens to be a fact: if the copywriter is something of a poet, or even if he merely enjoys writing rhyme, he has learned how to find just the right word at the right moment; and he is forever being forced to add new words to his stock because they happen to rhyme with some other word. Once he has made use of them they are his to keep."

So that led me to add rhyming to the assignments in my composition classroom; and I was never sorry, even though some students might have been now and then. It not only proved to be a vocabulary builder, but it added gaiety to a classroom which, Heaven knows, too often needs it.

Another and later experience linked up with that one. A young man had come to see me, a one-time student but now married and a business man who in time became so successful that his name should be left out of this personal confession. He explained that he had married a poetess, and he hastened to assert that she was a real poetess though that was not why he had fallen in love with her. In the course of time she seemed to draw other poets to her and they had a way of gathering in his home for an evening, and talking about poetry.

"I didn't know anything about poetry," he said, "and I must have made that evident, because they never asked my opinion and if I dared to express one there was an atmosphere of kindly tolerance. But on one important evening they started playing a new poetry game which they had invented. Everyone had a pencil and a sheet of paper and then someone would dictate a word and they would all write it down. The next person would dictate a word which did not rhyme with that one, and that would be written down. The next dictated word rhymed with the second, and the next rhymed with the first, until they all had a column of fourten words. I know enough now," he said, "to tell you that those words followed the rhyme scheme of a Petrarchan sonnet.

"They had rather doubtfully supplied me with a pencil and paper and we all crawled off into our separate corners and were supposed to fill in the sonnet. The rhymes were all provided and though the words didn't seem to have anything to do with each other, yet as I understood the job I had to put in some words which would tie them all together and make sense. I want to tell you that I finished first and mine was as good as anybody's.

"That changed everything for me. From then on I wasn't left out. They asked my opinion on this or that and listened respectfully."

Here was a new sort of class assignment that was right up my alley. I have used it over the years in all sorts of classrooms, from Bread Loaf, Vermont, to Mills College, California, and never in all that time have I had a student who failed to produce something. On one occasion, when I had to address the pupils in a girl's finishing school on the banks of the Hudson, I happened to tell them about this stunt. A week later I received a portfolio tastefully bound together with ribbon and in it was a sonnet from each of the youngsters in that school, built upon rhyming words which they had dictated.

On one accasion, when I had an entertaining lot of sonnets from the students in my own classroom, it occurred to me to take that same list and send it to some poets I knew. They all responded nobly and one or two of them produced results almost as good as some of their published poems.

As I look back on that peculiar classroom assignment, I feel that it did more good in more ways than any other device I knew, in a field of teaching which too often can be unspeakably dull.

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On Freshman Readings

(*Continued from page* 1)

sacred outlets, channels run to the souls of those who emulate them, whereby even those not greatly susceptible to divine frenzy become inspired, and participate in the grandeur of others."

We Must Choose

It would seem that the limitations of our practical situation would settle this dilemma for English teachers, but fortunately they do not, because we still have a measure of freedom, in the university at least and in the classroom, and we are, fortunately, most tenacious in our hold on the impractical.

There are those, of course, who bend easily to the pressures around them and are willing, though perhaps privately skeptical, to refashion the discipline of language and literature in order to bring it into line with what are considered the needs of the time And there are those who shut their minds to any accommodation of their predilections. Extremists have the happier lot. But most of us are middle- of-the-roaders who feel we must choose and of course are by nature not constituted to make a choice and so end in a compromise.

The compromise is simply stated: the chairman of the freshman program in a large state university, a chap who was a contemporary in graduate school of a teacher who sent his freshmen to the library to read Hazlitt, DeQuincey, and Charles Lamb, has stated it very simply: about the course he administers he says: "It is primarily a service course but not exclusively so; in a small but very real sense it is also a liberal arts course." Amen.

Current Practices

I wish now to examine, critically, some of the current practices in the use of freshman readings as they issue from the complex of predilections, motives, and needs that I have sketched.

First, the readings used in new pedagogical methods that have been tailored to meet the practical needs of young people. I am not convinced that it is wise to offer in a freshman program readings that themselves constitute the subject matter of the course, in this case readings that have to do with the science of communication skills such as reading, writing, speaking, listening, viewing, and even gesturing. It may be to the advantage of scholarship to study the common ground upon which all these forms of communication stand, but it is not to the advantage of pedagogy to blur the distinction between one kind of communciation skill and another, and to disperse the attention of the student among many skills, any one of which, and particularly writing, presents enough pedagogical problems and has enough rewards to be studied by itself.

Moreover, while reading **about** the process of communication, or in effect taking a view of communication from the outside, may add to the student's knowledge **about** communication, it is hardly calculated to increase his skill **in** communication.

New Grammar

In the same category: readings that orient the student in the findings of the school of new linguistics and new grammar. Same objection. I see in these readings the same passionate analysis of grammar and structure (only now called scientific and with a new and even more difficult terminology), the same concentration on grammar that we had in the traditional grammar, (which we have only recently been able to put in its proper relation to a skill rather than a knowledge of composition.)

In both communications readings and linguistics reading, I see a dangerous tendency to professionalize on a level where professionalization will kill. Readings that are geared to a teaching method may elucidate the method, but will they accomplish the purpose for which the method was devised?

Student-Centered Readings

Another practical approach is to present so-called student-centered readings, or readings that will have an immediate interest for young people who have just left high school, who are settling into college routines, joining clubs and teams, and choosing a career.

Little need be said about student-centered readings. They are too easy. Students have been there before, and are bored. The better students begin to wonder what difference there can be between high school and college; the poorer students breathe a sigh of relief and begin to relax in old familiar surroundings.

It may be objected that readings that are not student-centered will be over the heads of students at large state universities. To this I would say that we cannot forever be reaching back into the educational background of our students and supplying the missing links. This process will eventually lead us back to the cradle. The standards of reading comprehension should be set at the top; let the others equip their students up to our level. Otherwise we may lose the name of **higher education.**

Wider Variety Needed

The Scarlet Letter and **Huck Finn** are both great books and deserve study on many levels, but they are not, as I am sure many American college graduates believe, the **only** American novels in existence. Many students must have a very comfortable feeling that after all there is really not very much literature in existence: two old

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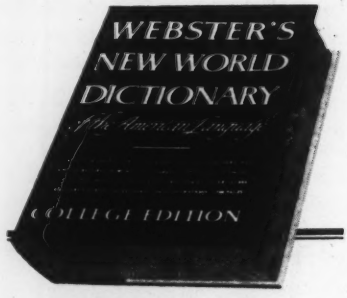

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American novels and some stories by Shakespeare. We are lacking influence over the future of our students as well as influence over their past. More modern readings might bring their attention to the continuing tradition of literature and encourage their reading after graduation.

Types

Readings according to types: exposition, argument and persuasion, description, narration. Personally, I have never been able to make much use of a classification of readings that I find altogether too arbitrary. It encourages a purely formal approach to composition, and places a dangerous premium on purity of type. Taking expression as the basic skill in composition, I find any **a priori** categorizing harmful.

Topical Division

The topical division of essay readings is, I believe, the most satisfactory for our purposes. Readings of a high order should supply the student with a varied diet of intelligent discourse on mature topics, which will become the occasion for composition. The interest of the student must be engaged; **his** performance, his composition, will follow as it may. As the most practical means of developing expression, I would encourage a disinterested play of inteligence over a variety of subjects.

I believe it must occur to all of us that the required English course is the one and only opportunity that most students have to exercise their minds freely and speculatively over a wide range of subjects before they settle down to the grim business of specialization.

Appropriate readings, appropriately taught, will supply these subjects. Literary readings, or creative works of literature, will furnish the best materials, for it is with these that the English teacher will do his best. He may add taste and the discrimination of aesthetic forms to the assimilation of ideas. It is fortunate, is it not, that these are all practical means of developing skill in writing.

Leonard Lutwack
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WHAT ARE WE GOOD FOR?

Professor Cecil B. Williams in **The Critic** of October seems to me to endorse the utilitarian values of Professor John Ball, whose original article in the September, 1955, **Critic** provoked my piece of last April. When Professor Ball's colleague says "we college teachers of English are called on today to consider seriously whether, allowed to follow our own inclinations, we really are good for much in modern society," he leaves himself in a vulnerable posture. What exactly does the phrase "good for much" imply? What does "allowed to follow our own inclinations" mean?

Is there any vocation or enterprise we can allow to be "good for much" **sub species aeternitatis?** Plato very quickly disposed of poetry, so that only the writer plainly manipulating his society, i.e., the propagandist, is allowed to be worth his salt.

I should despair if I were poet, artist, or serious imaginative writer living under Professor Williams's sentence. The scholar must despair already, if I recall a study made a year or two ago in **The Mississippi Valley Historical Review** that produced lugubrious figures about the sales of worthy books, most of which could not have been bought by the average public library in an America that prides itself on its wealth, culture, and literacy. What, pray, has happened to our faith in what I haplessly called the "perdurable" values of English literature?

On this point I apparently was not clear to Professor Williams. Surely my thesis was not stated so parochially as to imply that I meant only English literature! Of course I should include American and world literature; so that I must regard Professor Williams's excursus into comparative philology and history as gratuitous.....

In this connection the October **Critic** published on page 5 a letter from Dr. Frank Aydelotte; in it he referred to a book of essays of his called **The Oxford Stamp.** In the last essay of that now pretty ancient volume is a heartening description of the value of literature (English literature too) in the engineering curiculum: Dr. Aydelotte gave it a very big place indeed.

The only substantial criticism of Dr. Ball's essay that I tried to make earlier concerned his implied acceptance and augmentation of the current drift toward applied English in courses like business and technical writing, and "communications," at the expense of belle lettres and imaginative literature, as if the study of a country's or a world's literature did not justify itself in a society that grows ever more narrowly professional and functional, and devoted to power.

The speech of Mr. Faulkner at Stockholm must nevertheless inspire us with the faith that literature and its humane values will endure and that man, busy as he is with lesser things, feels the need to return to literature for their expression. In spite of the fervency and present cogency of Professors Ball and Williams, I cannot believe that Americans really desire their children to grow up ignorant of their intellectual and spiritual heritage.

Paul Odell Clark
Hillyer College

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LET'S ELIMINATE THE SHOCK TREATMENT

(Paper read at the Spring, 1956 Michigan CEA Meeting, Nazareth College)

The kick-off does not always decide the game, but it can have an important bearing on the score.

Exactly so with teaching a class.

It is the first day of the semester. Students have been wandering into the room and taking their seats. The back rows fill up rapidly and the chairs near the windows. Those few students in front already have their texts, and their notebooks are open, pencils ready.

The young assistant professor makes his entrance. He steps up on his platform with authority. He slaps his books open on the lectern. He fixes his eyes sternly upon the students.

"You will not like this class," he announces.

After a moment of shock, "And you will not like me as a teacher," he continues. "If you have come here expecting to be entertained, you are sadly mistaken. If you expect to find this class a snap, I suggest that you go immediately to the registrar's office and arrange for a change of schedule."

The Wrong Approach

If such a kick-off could only be declared out of bounds, the ball recalled, the game started over! But the beginning is irrevocable, the damage is done.

We can only hope that some skillful teaching during the semester will enable this young man to recover the advantage that he has forfeited and that he and his students will come to the end of the course with mutual respect and profit.

Or consider the professor who spends his first class period in this manner. He distributes three neatly mimeographed pages solidly packed with instructions. He announces that the class will write fifteen two-page papers, one term paper of ten to fifteen thousand words, a weekly examination, a final examination divided into two sessions; that everyone will deliver three oral reports and hold a consultation with him in his office each month.

He then distributes a list of seventy-seven books and articles that constitute the bibliography of the course, and urges that everyone become thoroughly familiar with two hundred nine items that he has had put on the reserve shelves.

He then hands out a sheet detailing the method of typing papers, announcing that he strongly prefers elite type and that he will accept no paper that does not conform to his rule about margins and pagination. Of course there is no really satisfactory textbook available. Therefore, he has had three books stocked in the bookstore and every student will be expected to own all th—.

The bell rings from the tower of Old Main before the students have been able to confirm the fact that they are really meeting the class for which they have signed up.

Professor Erudite

Of course there is Professor Erudite. Within five minutes he has penetrated so deeply into the Ur-Hamlet, the tragedies of blood, the spelling of Shakespeare's name, the doubtful authorship of Bacon, and the articles on the Bard's prosody in a number of issues of PMLA that his students are still panting on his own ten-yard line while he is making a lonely touchdown at the other end of the field.

There is the self-possessed man whose sharp tongue is his wit and whose pleasure is the students' discomfiture and suspicion. There is the brilliant youngster who revels in "ain't" and "he don't" and a pronunciation thick with the city backstreet, all used like a shield behind which his listeners cannot penetrate. There are the languid one, the indifferent one, the uncertain one who needs sharpness and anger to bolster his courage.

The Opportunity

And out there in front, facing the professor, are a bunch of young men and women among whom even the most indifferent one has, on the first day, some sense of purpose and a desire to learn. They need their self-respect as much as the teacher. Often, if they are stimulated, they have something to offer, if only stimulation in return that will make a better teacher of one who is already good.

That first day is an opportunity. Lost, it is an opportunity hard to recover. Seized, it may help make a success of a semester and a career.

James Newcomer
Olivet College

An article by Henry Morgan Ayres in the **Phi Kappa Phi Journal** for Summer, 1956, entitled "Chaucer Redivivus, or Bread and Milk for Babes," discusses the reviving appreciation for Chaucer. "A plainer and more frank-spoken world" the article says "has come a long way toward recognizing in Chaucer's affable but steady good sense, in a world not much better than our own, an achievement no less remarkable than refreshing.

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Michigan CEA Fall Meeting

The fall meeting of the Michigan CEA convened October 27, 1956, at the Student Center of Wayne State University and was called to order by President Ralph Miller (WMC).

After a few words of welcome, the group divided to attend concurrent sessions upon (A) "Sound and Sense in the Teaching of Poetry," led by a panel consisting of Hubert English (U. of M.), John Freund (WMC), and C. Carroll Hollis (U. of D.); and (B) "How Departments Can Help their Members," led by another panel consisting of Russell Nye (MSU), John Sattler (EMC), and Russell Thomas (NMC).

At lunch President Miller introduced the Chairman of the English Department at Wayne State University, Prof. Herbert Schueller. Dr. Schueller called upon the MCEA to consider the study of:

1. High School textbooks — their adequacy, their fitness to prepare students for college, and their current use (or abuse),

2. College admission requirements — their present stipulations, frequentl misinterpretations, and the question whether more standardization should be encouraged,

3. Statewide college standards in English composition.

4. A clarification of the English major among our various institutions—its content and objectives,

5. The plight of English electives of "cultural" value in a scientific age which generally relates the humanities to a secondary rank. This final point received major emphasis, and Dr. Schueller spoke strongly for a clear restatement of both the content and values of possible English electives even among other majors.

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APPLETON-CENTURY-CROFTS
New York

The afternoon program consisted of an analysis of the problems yet remaining in connection with the Michigan Teacher Certification Code. To place the full breadth of the matter before the association, Vern Wagner (Wayne) first summarized the history of the code revision movement, then described his "Life Among the Educationists" (more properly, a report on the St. Mary's Lake Conference of October 21st. which Wagner attended as a representative of the MCEA). Next William Steinhoff (U. of M.) spoke warmly upon the activities of the Commission on Junior Colleges in Michigan, concluding that this is yet an immature organization which apparently is duplicating several of the Russell Sage Foundation investigations.

Each of the three participants, at this point, offered his own recommendation concerning the future composition and philosophy of the Certification Code. Steinhoff defended the encouragement of a "general" code—a code elastic in interpretation, compatible in form, and (hopefully) acceptable to all camps. Wagner retaliated with his defense of a "closed" code — a tight alignment of all points, so clearly detailed no further misunderstanding could arise. Finally, John Virture (EMC) proposed a gentleman's agreement in which special concern should be exercised over the requirements for majors and minors among various institutions rather than quibbling over hours in education courses.

Following some discussion from the floor, Wagner moved that "the State Board of Education be urged to continue the present Teacher's Certification Code in operation for a period of at least three years." This motion was seconded by Mrs. Margaret Dempster (Henry Ford Community College) but withdrawn after comments by Eastman, Hollingsworth, Thomas, **et al.** in favor of a new proposal by Virtue. This motion comprises Part I of his own "Proposed Declaration of the MCEA on the Teacher Certification Code" and reads as follows:

"The Association believes that the code now in effect should be retained for the present, since it has not been shown to be an intolerably bad instrument, and since it contains provisions which embody the important principle that prospective teachers should receive sound training in the subjects they are to teach."

Prof. Maddox (EMC) amended this motion by the proposal that the first sentence of Part II in the above "Declaration" also be included in virtue's motion. This reads:

"Recognizing that the code may be less than perfect, the Association nevertheless believes that changes in it should be made cautiously and gradually, and only after the need for them has been demonstrated to the satisfaction of a majority of the educational community."

Both the original motion and the amendment passed.

On Dec. 29 the AP carried the story of the CEA National Meeting in Washington and it was copied in many daily papers. **The New York Times** headed it "English Is Called Chief of Tongues" and gave CEA credit for an MLA speech by Mrs. Agnes E. Meyer as well as for Oliver J. Caldwell's address.

Canada Views Our Humanities

Clarence Tracy, who attended the Humanities Seminar in Amherst last July, writes an enthusiastic appraisal of the Seminar and of humanities in this country in **The Bulletin of the Humanities Association of Canada** for November, 1956.

"The active sympathy and interest of the business men," he writes, "seems to me an asset. Industrialists in America are willing not only to give money, but to believe in the utility of the humanities for the preservation of values in their society and for the healthy development of that society.....The humanities are a part of the living heritage of every American, as they are not—alas!—of ours."

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This fine anthology provides college freshmen with the opportunity to become thoughtful and discriminating readers. The second edition includes many new readings. The selections are varied in form and pattern, so that the collection may be adapted to the teacher's needs. Approximately half of the selections are taken from the twentieth century; the rest is divided mainly between the eighteenth and nineteenth centuries.

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GREATER NEW YORK CEA

Houston Peterson, Professor of Philosophy, Rutgers University, spoke on "Eloquence in Education" at the fall meeting of The Greater New York College English Association Group in the Museum of Modern Art, on Saturday, November 3. He listed the following criteria for good teachers: contagious enthusiasm, a thorough knowledge of the subject, and a dedication to the work.

As English instructors, we should have a happy talent for communication with our students, he said, and we should use all the arts of verbal discourse, in order to add zest to our classes.

Teachers should bring luster and life to their classes by generous use of quotations, whether they are drawn from the classics or from the sports pages of the newspapers. We should use quotations, not to show off our erudition, but to add color and thought to what we have to say. Professor Peterson chose examples of pertinent quotations from Dizzy Dean and other sports commentators as well as from Plato, Montaigne, Schopenhauer, and Emerson.

Professor Peterson was critical of the principle of compartmentalization in college and university instruction. There are no walls between the subjects that we teach. He quoted Francis Bacon to the effect that "Divisions of learning are not marked fields but are veins of learning." The lively teacher is constantly crossing the artificial boundaries that separate his subject from other subjects in order to draw ideas, illustrations, and inspiration from all branches of learning. The teacher of literature is a philosopher, in the sense that all knowledge is useful to him.

In conclusion, Professor Peterson observed that teachers have become almost pathologically shy of the lecture method of instruction. We put too much emphasis on participation of the group, he said. The lecture still has a meaningful place in education, for it is by means of the lecture that the good teacher can communicate his enthusiasm for literature to the student; moreover, it is in the lecture that the art of rhetoric can be used to great advantage in stimulating students to thought and inquiry of their own.

Weller Embler
Cooper Union

National Educational Television

The National Educational Television Film Service at Indiana University has over 500 15- or 30-minute 16 mm film programs available for educational users. They were made up for educational TV programs and have proved extremely useful for classroom instruction.

The programs range in subject area from Contemporary America, Fine Arts, International Affairs, Nature and Science, to Children's Programs and Religion and Social Heritage. One series, entitled "Talking Sense," presents an analysis of communication techniques in six half-hour units. All programs are available to any individual, organization or group on a rental basis, with a charge of $3.50 for a 30-minute program and of $2.50 for a 15-minute program.

NO MAN'S LAND

The dry heat melts and pours a sticky dew
Across the fieldhouse. Greasy coeds peer
About uncertainly as freshmen queue
Up, thinking it's more than a little queer
Their section's closed already. So "Eng. Lit."
Is dropped and "Basket Weaving" finds a young
Apprentice. Thus another poor tidbit
Is rendered unto Caesar. That unsung
And fussy thin white line of pedants keeps
A limit here, or there stands off a horde
Of wretched Conflicts, until three rows deep
Push hungry kids, disgruntled and stark bored.
Then they capitulate. But student, think a bit:
Eight times will mean you're "educated."
Profs can't quit.

Philip Appleman
Indiana University

Lambda Iota Tau, National Collegiate Honorary Society for students of English and Foreign Literatures, founded in December, 1953, now includes forty-two chapters throughout the country. The motto of the society is "Logos idean tellei," the word fulfils the idea. Each chapter is chartered from national headquarters and then functions autonomously. The only national requirements are an annual report on membership and activities and dues of $1.00 per member each year.

For further information write to Dr. John Nist, Executive Secretary LIT, Eastern Michigan College, Ypsilanti, Michigan.

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